



Springfield Elementary

1608 Florida Avenue
Greenwood, SC 29646

Grades	PK-5 Elementary School	
Enrollment	570 Students	
Principal	Bonnie R. Corbitt	864-941-5535
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Excellent
2006	Average	Average
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

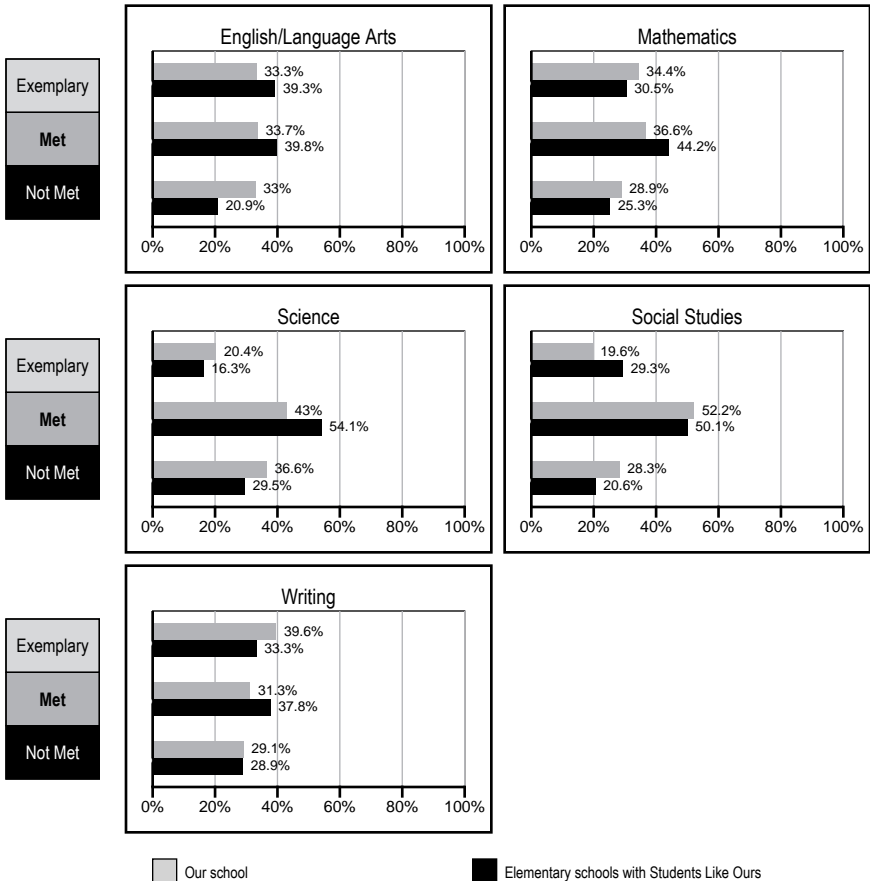
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	60	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=570)				
First graders who attended full-day kindergarten	100.0%	Up from 95.2%	100.0%	100.0%
Retention rate	1.2%	Down from 1.5%	1.8%	1.9%
Attendance rate	96.5%	Down from 97.0%	96.2%	96.3%
Eligible for gifted and talented	12.8%	Down from 14.0%	11.4%	10.0%
With disabilities other than speech	6.4%	Up from 6.0%	8.8%	7.7%
Older than usual for grade	0.0%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	58.5%	Up from 51.1%	58.4%	59.4%
Continuing contract teachers	78.0%	Down from 80.0%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.6%	Down from 79.0%	86.2%	85.9%
Teacher attendance rate	94.3%	Down from 94.6%	95.3%	95.1%
Average teacher salary*	\$47,509	Up 7.5%	\$47,006	\$47,149
Professional development days/teacher	16.0 days	Down from 18.1 days	11.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 18.9 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 90.2%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,659	Up 11.2%	\$7,254	\$7,458
Percent of expenditures for instruction**	67.7%	Down from 67.8%	68.0%	68.8%
Percent of expenditures for teacher salaries**	64.1%	Up from 63.8%	63.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Springfield Elementary is a school committed to excellence through self reflection, data-driven decisions, and appropriate change. As a Red Carpet school, our school welcomes students, parents, and visitors to our site and actively seeks parental/community involvement. As an academic leader, our school actively uses data to drive instructional decisions in order to meet the needs of all students. Our environment of total quality provides a safe, secure setting enhanced by a strong curriculum, caring teachers and staff, and innovative practices. During this year, Ms. Courtney Lewis was selected as our First Year Teacher of the Year. Mrs. Tracie Goldman was selected as our Teacher of the Year, and Mrs. Emmy Evans was selected as our Piedmont Reading Council Teacher of the Year. In addition to the recognition of these leaders, our school was also recognized as a Palmetto's Finest Finalist School.

Student engagement and active involvement are continuous expectations for each student and teacher at Springfield. Students are reminded of this daily on the morning news show. The professional staff seeks to challenge students to higher levels in all areas of instruction, both academically and through the related arts curriculum. MAP testing and data analysis form the crux of instructional decisions as teachers and administrators evaluate student progress, participate in professional discussions, make needed curricula changes, and work cooperatively to enhance learning. Our school goals focus on teaching and learning, active engagement, and strengthening community.

Parent involvement is an integral part of our school program with Family Literacy Nights, Books and Breakfast, Book Fairs, Grandparent's Day, Family Math Night at Food Lion, Birthday Lunches, Principal's Coffees, PTO, SIC, Field Trips, Fall Carnival, Field Day, Reading Celebration Day, parent conferences, and classroom visits. Volunteers assist with many of these events, work with students and teachers in the classroom, develop displays, and work with our case manager in furthering positive behaviors and school success with students.

The use of technology to enhance and support instruction and to communicate with all stakeholders is an ongoing endeavor within our school community. Students and staff participate in numerous service-learning projects each year, including United Way, Relay for Life, Greenwood United Ministries, Humane Society, Jump Rope for Heart, Media Center Book Drive, and occasional projects to assist with local needs. Student leadership positions, our Reading Celebration, academic celebrations, the 1st grade Craft Bazaar, the 5th grade Luau, PTO meetings, and our Honors/Awards Programs provide many opportunities for student involvement in extracurricular activities. Our continuing goal is teaching all students to care and caring that all students learn.

Bonnie R. Corbitt, Principal
 Stephen Gilbert, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	73	40
Percent satisfied with learning environment	100.0%	86.3%	81.6%
Percent satisfied with social and physical environment	100.0%	90.3%	76.9%
Percent satisfied with school-home relations	100.0%	93.1%	89.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	294	100	33	33.7	33.3	82.4	79.9	82.8	Yes	Yes
Gender										
Male	151	100	39.3	28.6	32.1	77.9	76.5	79.3	N/A	N/A
Female	143	100	26.3	39.1	34.6	87.2	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	123	100	11.8	32.8	55.5	95.8	90.1	89.5	Yes	Yes
African American	145	100	50.4	32.8	16.8	73.3	69.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	24	100	42.9	47.6	9.5	66.7	69.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	36	100	76.7	10	13.3	53.3	47.2	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	45	50	5	65	69.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	193	100	43.4	37.1	19.4	77.1	70.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	294	100	28.9	36.6	34.4	79.1	77.2	78.9	Yes	Yes
Gender										
Male	151	100	32.1	33.6	34.3	77.9	75.6	77	N/A	N/A
Female	143	100	25.6	39.8	34.6	80.5	78.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	123	100	9.2	37	53.8	92.4	87.9	87.2	Yes	Yes
African American	145	100	45	34.4	20.6	69.5	66.1	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	24	100	42.9	47.6	9.5	61.9	67.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	36	100	66.7	16.7	16.7	43.3	41.7	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	45	45	10	60	68	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	193	100	37.1	41.1	21.7	73.1	68.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	202	100	36.6	43	20.4	63.4	62.9	67.5
Gender								
Male	102	100	39.4	36.2	24.5	60.6	62.9	67
Female	100	100	33.7	50	16.3	66.3	62.9	68
Racial/Ethnic Group								
White	93	100	12.4	51.7	36	87.6	79.7	79.5
African American	92	100	59	34.9	6	41	45.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	84.3
Hispanic	16	100	53.8	38.5	7.7	46.2	48.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	77.3	18.2	4.5	22.7	27.8	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	15	100	N/AV	N/AV	N/AV	41.7	49.4	59.6
Socio-Economic Status								
Subsided meals	127	100	52.2	39.8	8	47.8	49.5	55.1

Social Studies

All Students	199	100	28.3	52.2	19.6	71.7	67.9	72.3
Gender								
Male	104	100	26.8	50.5	22.7	73.2	67.1	71.5
Female	95	100	29.9	54	16.1	70.1	68.6	73.2
Racial/Ethnic Group								
White	80	100	11.5	52.6	35.9	88.5	82	80.7
African American	100	100	40.4	52.8	6.7	59.6	52.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.8	88.5
Hispanic	18	100	43.8	43.8	12.5	56.3	59.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	28	100	56.5	39.1	4.3	43.5	36.6	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	18	100	43.8	43.8	12.5	56.3	61.6	67.9
Socio-Economic Status								
Subsided meals	128	100	37.1	55.2	7.8	62.9	55.4	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	292	100	29.1	31.3	39.6	70.9	68	70.2	96.5	96.1
Gender										
Male	149	100	37.9	28.6	33.6	62.1	61.5	63.2	96.4	95.9
Female	143	100	20	34.1	45.9	80	74.8	77.5	96.6	96.3
Racial/Ethnic Group										
White	123	100	14.2	28.3	57.5	85.8	80.5	79.1	96.4	96.2
African American	143	100	39.4	34.8	25.8	60.6	56.1	57.6	96.4	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.2	86.2	98.2	97.9
Hispanic	24	100	47.6	28.6	23.8	52.4	50.3	62.6	97.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92.5
Disability Status										
Disabled	37	100	78.1	12.5	9.4	21.9	23.8	26.1	95	95
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	97.7	98.3
English Proficiency										
Limited English Proficient	23	100	50	30	20	50	51.7	61.2	97.4	96.7
Socio-Economic Status										
Subsidized meals	190	100	38.9	34.3	26.9	61.1	56	58.9	96.2	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	100	100	43.8	28.1	28.1	56.3
	4	107	100	27.8	34	38.1	72.2
	5	87	100	26.3	40	33.8	73.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	100	100	50	32.3	17.7	50
	4	107	100	17.5	38.1	44.3	82.5
	5	87	100	17.5	40	42.5	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	52	28	20	48
	4	107	100	30.9	46.4	22.7	69.1
	5	43	100	30.8	53.8	15.4	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	48	100	34.8	50	15.2	65.2
	4	107	100	23.7	58.8	17.5	76.3
	5	44	100	31.7	39	29.3	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	101	100	37.1	29.9	33	62.9
	4	105	100	32	25.8	42.3	68
	5	86	100	16	39.5	44.4	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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